



Instructor: Dr. Kristen Zgoba

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Office Hours: Office hours will be available on an as needed basis, if appropriate. Always contact me at the email above. I check my email every day, with limited access on weekends. Please do not email me about an assignment, before it is due, and expect an immediate response. This is an online class.

Class: 01:202:496:80 Special Topics: *Sex Offender Legislation & the Collateral Costs- Online*

COURSE DESCRIPTION

This course focuses on the examination of sex offender specific legislation, and the resulting monetary cost to society, as well as the figurative collateral costs to the community. This course will begin with an explanation behind the implementation of the various types of sexual offender legislation and a discussion on how we have gotten to this point in time. Specific topics will be discussed, including community registration and notification (Megan's Law), the Adam Walsh Act, civil commitment laws, residency restriction laws, the Amber Alert, GPS satellite legislation and specialized Halloween legislation. Strategies for reform will be explored, as well as evolving initiatives. The class will be carried out with an equal division of lecturing and discussion.

COURSE OBJECTIVES

At the completion of this course, students are responsible for:

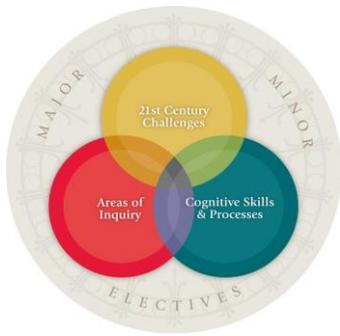
- 1) An increased knowledge of sexual offense specific legislation
- 2) An increased understanding of the costs associated with the legislation
- 3) An increased knowledge of the empirical results of this legislation and whether we have achieved the intended effect

REQUIRED READINGS- this book is not optional

Sex Offender Laws: Failed Policies, New Directions. 2nd Edition. Wright, Richard (Editor). 2014.
Springer Publishing Company: New York, New York. ISBN 9780826196712.

The book is required and is available at the campus bookstore in New Brunswick. Additionally, it can be purchased on the bookstore website, through the Springer website and through various online outlets.

We will also read various journal and newspaper articles.



Learning Goals: A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major.

These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence:

1. a.) Theory. Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
2. b.) Institutions. Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
3. c.) Research Methods. Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess

research from a wide range of sources, including general interest, academic, and government publications.

2. Critical Thinking:

Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. Scholarship:

Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

COURSE REQUIREMENTS

1) Reading Material

Readings are assigned for every week of the course and in most cases it will be from the textbook. Supplemental articles or links on Sakai will also be posted for specific class sessions. There will also be instances when the class will be expected to read posted newspaper articles and watch videos.

2) Assignments

There will be two posted online assignments. Each will deal with a topic related to the class material and will require an essay answer of approximately 1,500 words. These will be posted on Sakai and will need to be submitted through Sakai. I will use Turnitin to detect plagiarism, therefore please refrain from using direct quotes as it increases your Turnitin score. Any Turnitin score higher than a 30% will result in an automatic failure.

3) Exams

There will be two exams for this class- they will occur at the midpoint and end of the class. This approaches quickly in a summer class. Exams will be non-cumulative and essay format. Excuses and make-up sessions will not generally be allowed and will only be provided for exigent circumstances. There will be no exam review beyond the posted PPT lecture.

COURSE GRADING

Exam 1 35%

Exam 2 35%

Assignments 30%

GRADING SCALE

A 100-- 90

B+ 89-- 86

B 85-- 80

C+ 79-- 76

C 75-- 70

D 69-- 60

F 59 and below

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated and any violation will be reported to the Dean of Students. No excuse will ever be tolerated for academic dishonesty, but it is even more important that students understand the repercussions of this unethical behavior. Academic dishonesty includes cheating, the fabrication or invention of information used in an assignment, plagiarism, facilitating the academic dishonesty of others or denying access to materials and resources.

| SUMMER 2017 CLASS SCHEDULE | |
|-----------------------------------|--|
| Week 1 – 5/30 | Chapter 1- “Introduction” Chapter 2- “The Problem of Sexual Assault” Chapter 3- “A Brief History of Major Sex Offender Laws”, Chapter 4- “An Interview with Patty Wetterling” |
| Week 2- 6/5 | Chapter 5- “Internet Sex Offending and the Online Sting” Chapter 6- “Sex Offenders, Mandatory HIV Testing...” Chapter 7- “Sex Offender Registration and Community Notification” ASSIGNMENT |
| Week 3- 6/12 | Chapter 8- “You Can Run But You Cannot Hide: GPS and Electronic Surveillance of Sex Offenders” Chapter 9- “Sex Offender Residence Restrictions: The Law of Unintended Consequences” MIDTERM EXAM |
| Week 4- 6/19 | Chapter 10- “Chemical Castration and Surgical Castration” Power point Chapter 11- “The Civil Commitment of Sexual Predators” Chapter 12- “Child Rapists and Capital Punishment” |
| Week 5- 6/26 | Chapter 13- “The Criminalization of Adolescent Sexuality” Chapter 14- “Innovative Efforts in Prevention, Research and Policy” Chapter 15- “The Meaning and Legacy of Sexual Abuse Litigation” ASSIGNMENT |
| Week 6- 7/3 | Chapter 16- “Environmental Criminology and Sexual Violence Prevention” Chapter 17- “Sexual Violence and Restorative Justice” FINAL EXAM |

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.